



MOVEMENT EDUCATION

A Newsletter in Learning Through Movement

Vol. 14, No. 4

December, 1982

1982 THEME: SELF ESTEEM THROUGH ESSENTIAL EDUCATION

FINAL ISSUE This Newsletter Will Be DISCONTINUED

December 31, 1982

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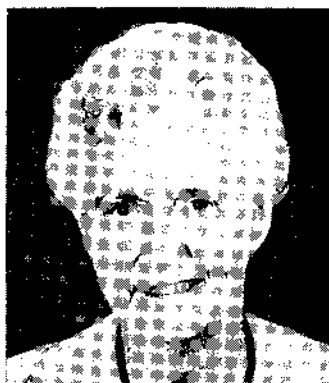
THIS FINAL ISSUE OF THE MOVEMENT EDUCATION NEWSLETTER is dedicated to all who have provided and will continue to provide an enriched EDUCATION for CHILDREN Through MOVEMENT EDUCATION

VERA M. JOHNSTON

Our dream is that very soon the education of CHILDREN will have the **highest priority** in the entire educational scene, and that MOVEMENT EDUCATION, as a most significant part of the ARTS in education will help to effectively provide sound bodies and sound minds.

This NEWSLETTER has been published as a professional **SERVICE** for the ultimate benefit of all children.

Our THANKS to all the dedicated enthusiastic leaders who **GAVE** of their time, energy and devotion, especially its editors, its managers as well as the many contributors. Our appreciation to you, the faithful subscribers and agencies, who



Executive Editor
14 Years, 1969-1982 - Originator

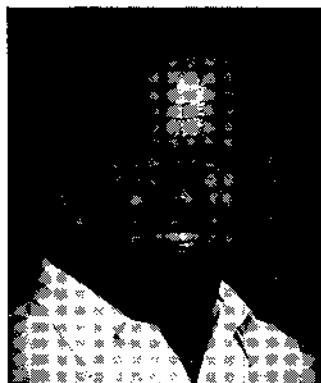
supported and believed in the goals of the NEWSLETTER throughout the 14 years. Our policy and philosophy has been to give credit where credit is due and to include **complete** information.

Special recognition is due my sister, Lilian Davies, and brother-in-law, Henry Davies, who for 14 years, without compensation, managed the business end as their "civic contribution."

So, with Ralph Waldo Emerson we say: "Hitch your wagon to a star"! Whenever the good LORD closes a door, He always opens a window.

—Exec. Editor, Vera M. Johnston

Lois Tidgwell, co-founder, 1969-75, 7 years (picture Vol. 1, No. 4), formerly Pitzer College, Ca.



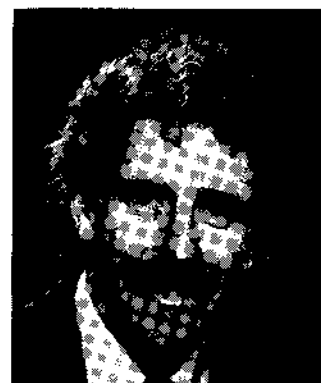
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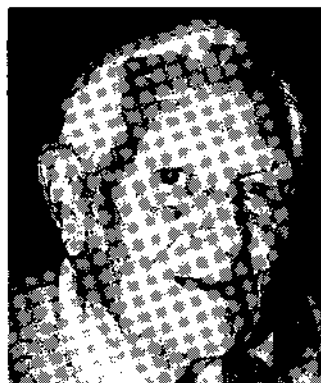


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**HAPPY
NEW YEARS**

Who's Who in Movement Education



PATRICIA BURK

PATRICIA A. BURK, Music and Movement Specialist, 2472 Cambridge Ave., Fullerton, Ca. 92635, received her education in Mancos Co.; BA (Sec) at Adams State, Alamosa, Co.; Elem. Cred. New Mexico State, Las Cruces, NM, MA at CSU Fullerton, Ca.

Mother of 2 girls, Biology Prof. husband, CSUF, she has found time to LEAD her community, designing parks (Park and Recr. Comm., State award for outstanding neighborhood park), chaired the annual Hillcrest Lively Arts Festival (celebration of Visual and Performing Arts), for past 7 yrs., and been active in League of Women Voters.

A brilliant, creative, enthusiastic leader, with Elem. and Jr. High (Science) teaching background, she has been president of Early Childhood and Elementary Action Committee of Orange County Unit of CAHPERD while teaching classes in Music and Movement, workshops at CSUF and Chapman College and active in Creative Arts Program (CAP) and Outreach Program — Patrons of the Arts of Fullerton College.

Conferences And Workshops

Jan. 7-8/83 — **MOVING TO LEARN II**, Calif. State Univ. Dominguez Hills, co-sponsored by CSU Dominguez Hills, CAHPERD, ECEAC of Orange Co. CAHPERD and Los Angeles Co. Supt. Schools. Pre-reg. \$30 or non \$35. Keynoter: Dr. Eleanor Wynn, Univ. Cal. Irvine, "I accuse, I applaud, I appeal." Contact Pat Bledsoe, State Ch. Elem., 2047 Junipero Ave., Long Beach, Ca. 90806.

Jan. 13-16/83 — **CONTEMPORARY ELEMENTARY SCHOOL PHYSICAL EDUCATION CONFERENCE: TRANSLATING DIALOGUE INTO ACTION**. Georgia State Univ., Atlanta, Gr., will stress the philosophies and practical concerns of physical education specialists, coordinators, and professional preparation per-

Brain Research Shows Children 'Learn by Doing'

by Patricia A. Burk,
Music and Movement Specialist

In many of our present school environments, children are storing — not learning. The current emphasis on brain research indicates that a child needs to be able to finalize his thoughts through activity: every final act of the brain results in MOVEMENT.

It is proposed by A. R. Luria (*The Working Brain*) that the brain has three units. The first unit accepts new information or rejects it if no prior experience exists in memory. Thus the child must bring his own experiences, concepts, and language to the learning setting. If prior experience exists in memory, the new information, which is sensory, is processed in the second unit. Here comparisons are made with prior experience and the information is categorized and stored. This is where most of our children remain — in this storage unit!

The motor areas are located in the third functional unit of the brain (the frontal lobe area) and here the stored information of the second unit becomes valued and learned. In this unit the brain creates intention, forms plans, and carries out the motor program. Luria has thus suggested that the young child's brain must be activated by his surrounding environment in order for learning to occur.

Brain research has shown that children learn by "active" doing, thus further reinforcing the strong relationship between the cognitive and physical aspects of a child's learning experience. As movement educators, we must make teachers and administrators aware of this, so that the child's daily lessons include movement opportunities in order to optimize learning.

SPECIALS

NEW Calif. State Physical Education Framework (1983?) describes a **Physically Educated Person** through recommended **COMPETENCIES** as s/he **EXITS** from his/her formal education . . . "moves efficiently and effectively with confidence and ease."

sonnel as well as classroom teachers.

June 20-24 and June 27-July 1 — **Elem. Sch. Phys. Educ. Workshops**, Mills College, Oakland, Ca. \$85 & 2 sem. units per wk. Housing available. Buzz Glass, Barbara Austin, Rudy Benton. Contact Benton, 953 Higate Dr., Daly City 94015, (415) 992-4308.

Aug. 1-5 — **Elementary Physical Education Workshop**. Calif. Polytechnic Univ., San Luis Obispo, Ca. Contact Director Bonnie Bevans, 115 E. Yale, Fresno, Ca. 93704 or CSU Fresno. Director-Elect Pat Bledsoe.

Radio Enhances Teaching and Learning

by Lillian Vitaglione
347 Baltic St., Brooklyn, N.Y. 11201

An exciting new radio series has received enthusiastic response from elementary school listeners and their classroom teachers. The series entitled "Children on the Move" was conceived and developed by Lillian Vitaglione, NYC Elem. School Physical Education Coordinator, in an effort to improve the quality of physical education in Grades K-3. Because most classroom teachers have difficulty in providing a movement program via a daily period of physical education, the series was designed to motivate teachers and also to enhance the movement skills of the listening youngsters.

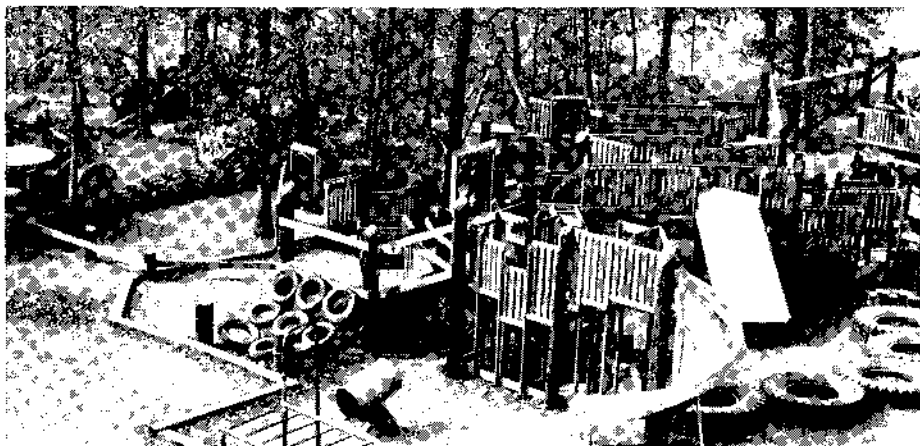
The 15 program radio series, heard on WNYE-FM 91.5 N.Y. City, provides Movement Education experiences for the classroom 4 times weekly in 15 min. programs. Children are taught by the radio teacher, Mrs. Vitaglione, who presents activities and concepts based on the NYC Curriculum: "Physical Education K-6: A Movement Approach." Each of the 15 programs develops new concepts weekly. They include such topics as space, direction, level and body awareness, as well as shapes, rhythms, creativity, manipulation and locomotor skills without the use of physical education equipment. Throughout the series the children are asked by the radio teacher to respond to movement problems which are presented in rhyme and with musical accompaniment.

Response to this program has been excellent, and a current evaluative survey reveals that classroom teachers have developed follow-up lessons in music, language arts, listening, science and arithmetic using movement as the base. Assoc. Prof. Joan Dye of Hunter College recently wrote ". . . a student in my graduate course in Methods of Teaching English to speakers of other languages (EDES 783) demonstrated the application to 2nd language instruction of one of the programs you designed for "Children on the Move." She had found the program to be an effective way of helping children learn English at the same time as they learned about the essentials of movement."

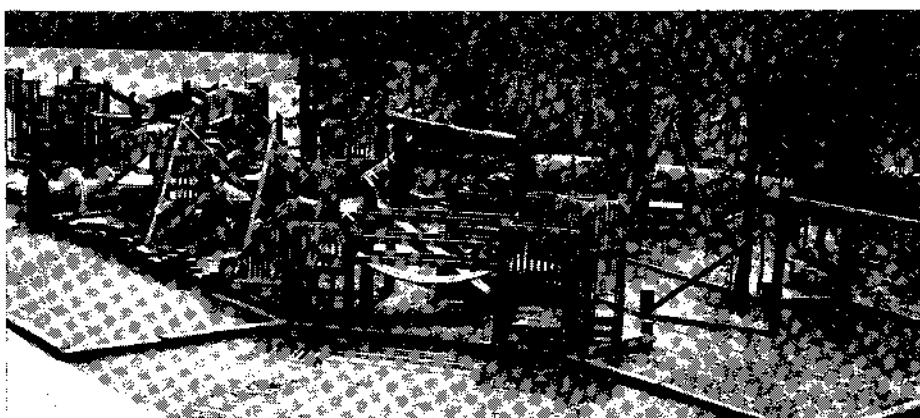
Mrs. Vitaglione visited classes in several schools to observe the children's reactions to the radio programs. The children, unaware of their visitor's identity, listened intently and responded creatively to her questions on the radio. Many children have also written to her telling about their joy in moving to music in the classroom and inviting her to visit them. As a result, a close relationship has been established between the radio teacher,

(Continued on page 4)

JIM MOYER'S FINAL COLUMN THE HOME-MADE CREATIVE PLAYGROUND XXVIII



Oak View Playground — View #1. Note beautiful trees.



Oak View Playground — View #2. Playground space also in background.



Oak View students playing on Home-Made Creative Playground.

—Courtesy Jim Moyer

Oak View Elementary School,
5004 Sideburn Rd., Fairfax, VA 22030

—Photo credit: David Ehrlich

THE-HOME-MADE CREATIVE PLAYGROUND

The Oak View playground, a playground built through the cooperative efforts of many volunteers and groups, has drawn much attention in its 3 years of existence. It has provided countless hours of enjoyment for children (and adults, too) and has proved a valuable and efficient environment within which its users can initiate and practice a wide assortment of movement patterns.

Outside of its main building component,

treated lumber, which was purchased from money raised by school-community groups, the playground was constructed of such free donated items as railroad ties, old automobile and tractor tires, cable spools, concrete pipe, telephone poles, cable wire, chain and pipe.

The playground resulted from a desire of both school officials and students to establish a volunteer-built "creative playground" to serve the needs of a large elementary school enrollment of 1200 boys and girls. School representatives from administration, safety, grounds and planning offices, as well as students and parents, were all involved in the large task of deciding the what, when and how of building the playground, hiring an architect, forming various committees, organizing work gangs, etc. Building materials were collected, including donated items, cleaned, painted and stored.

The playground itself was built during a 4-day span by some 200 volunteers carefully organized to make efficient use of skills and labor.

Among the features of the home-made playground were cube tire climbers, spool castles, tire nets, horizontal ladder, sliding pole and platforms, balancing barrels, obstacle course, and balance beams.

Teaching by Invitation

by George Graham

One of the challenges of teaching is attempting to meet the needs of children who are at varying skill levels. In a single class of second grade children, for example, it would not be uncommon to have several children who were plainly unable to catch a ball and several others who were rather adept at catching. The majority of the youngsters would typically be in the range between, occasionally catching the ball and frequently missing it. How can a teacher design a task to challenge and interest these children of varying catching abilities?

One answer that we (my students and I) are experimenting with we call "teaching by invitation." Briefly this approach invites children to stay on the same task or to change to another, typically more difficult task — the decision to change is made by the child, however. The teacher simply presents ideas. An example from an actual lesson will help to illustrate "teaching by invitation."

A class of second graders are asked to choose a bean bag or yarn ball and begin throwing and catching to themselves, while remaining in self-space. The teacher observes that most children are catching with two hands, but that some are ready to practice one-handed catches. She says, "You may want to continue catching with two hands or you may want to try catching with one hand." The choice is the children's!

The teacher then spends several minutes working with children individually helping them to improve their catching. She then makes the decision, based again on her observation, that some of the children are ready to progress to another challenge. The teacher stops the class and says, "You may want to continue catching with two hands, with one hand, or you may want to try catching far away from your body so that you have to stretch to make the catches."

If you were observing this lesson you would notice that the majority of the children make decisions which are congruent with their skill level. The poorest catchers, for example, would continue to work on two handed catches, while the better catchers would eagerly accept the challenge of stretching to catch.

Of course, there will always be exceptions. Our experience has suggested that

(Continued on page 4)

The playground is constantly in use and elicits almost every type of creative movement imaginable. The enjoyable and effective use of this facility and the herculean efforts necessary for its completion have truly made this playground "one of the people, by the people and for the people."

TEACHING BY INVITATION—

(Continued from page 3)

the most frequent exception is when children are invited to continue to work alone or with a partner. Often we find that children who, in our judgment would benefit from continuing to work alone, will choose to work with a partner — simply because they enjoy socializing with a friend. We respect this decision, however, and understand it, even though we may not always agree with it.

Does "teaching by invitation" guarantee that the catching needs of every child in a class will be met? Heck, no! We have found, however, that once an appropriate learning environment has been created, children respond very well to "teaching by invitation." Once again our belief that children can learn to make appropriate decisions about their learning is being confirmed.

Philosophy of Physical Education

Submitted by Trudy Torrence

Physical education is a vital school subject taught in an environment in which boys and girls acquire skills, knowledges and attitudes through participation in a wide range of activities related to the body and its movements. In such an environment, opportunity is provided for students to discover and understand their bodies and how they work and their physical abilities, assets and limitations.

The end results of a well-balanced physical education program are young men and young women who have attained maximum motor development commensurate with their abilities, who move with ease, confidence and a sense of well being, who utilize movement as a satisfying means of expression, who develop and maintain a high level of physical fitness, who have attained desirable social growth and development, and who utilize acquired motor and movement skills in worthwhile leisure activities.

RADIO ENHANCES TEACHING—

(Continued from page 2)

her young "radio friends" and their classroom teachers.

Mrs. Vitaglione believes that children who view television frequently believe that seeing is more important than listening. Because radio frees them of visual constraints, it becomes a powerful vehicle for developing auditory perception and improving listening skills. It encourages imaginative and creative expression. Children need not watch another perform, nor seek to imitate. They can respond to movement problems as their own imaginations and creative perceptions dictate.

The Office of Library, Media and Television Communications of the N.Y. City School System reports that sales of the cassettes produced from this radio series have been phenomenal, requests having come from teachers and school systems throughout the U.S., as well as the N.Y. City area.

A set of cassettes for "Children on the Move" can be purchased for \$23.75. Checks are payable to OLMT Sales and Rentals, 131 Livingston St., Brooklyn, NY 11201. A teacher's guide accompanies each set.

MORE SPECIALS

HEADACHES? Shrug your shoulders at headaches! Literally! Relieves tension.

Remember to give a pat on the back, a commendation slip, or a "well done"! Works wonders for children and adults!

Try **Solar Ball** (scoop and paddle) created by Geo. Hanson, Minn. State Dept. Educ., 550 Cedar St., St. Paul, Minn. 55101.

"For when the One Great Scorer comes to write against your name, He marks not that you won or lost, but how you played the game." —Grantland Rice

The Time Has Arrived

by Rudy Benton

Burlingame School District,

1801 Devereux Dr., Burlingame, Ca. 94010

In my last article of this final issue of **MOVEMENT EDUCATION**, I would like to take this time and space to thank the following people for all their love and support. As I continue to grow as an educator, I will continually be thankful for all the wonderful friends I have met:

Jack Evans, Bill Budris, Mark Sutherland, Cliff Carnes, Ellie Webster, Craig Cunningham, Jeanne Bartelt, Barbara Austin, Buzz Glass, Chuck and Kristen Avery, Marcia Allen, Jack Capon, Rich Cendali, Ed Hanson, Joe Becerra, Pat Hegerhorst, Bob Garcia, Betty Hennessey, Rosemary Hallum, Lori Ingalls, Barbara Landers, Dorothy Mozen, Wayne Nelson, Chuck McEwan, Chuck Martin (Hawaii), Don O'Connell, Bill Pirozzoli, Bob Pangrazi, Trudy Torrence, Tory Sperry, Sunshine Pleasant, Peter Saccone, Art Wong, Dave Mills, Phyllis Bowman, Edith Gardner, Tom Carman, Dave Braby, Bob English, Rich Fonzeno, Ted Hucklebridge, Layne Hackett, Bob Gray, Doris Knorr, Bill Labrum, Nancy Kawamoto, Pam Milchrist, Cathie Galas Owen, Dave Walsh, Ambrase Brazelton, Carol Benton (of course), Janie Benson, Ted Roter, Evelyn Bjugstad, Dennis Estabrook, Robin Reese, Louis Mozzini, Susan Jenceau, Ellen Lucas, Kathy Luvaas, Pat Carpenter, Conrad Mizuno, Phyllis Lerner, my Rubber Duckie and all the other friends I did not list.

A very special "thanks" to Vera Johnston who made **MOVEMENT EDUCATION** possible.

Success Spreads for 'Every Child a Winner'

As a follow-up to article in Vol.14, #1, readers will be interested in the grand totals reached by the diffusion efforts of the "Every Child a Winner with Movement Education" program over 9 years, 1974-1982:

Over 50,000 individuals, 38,000 products, 618 schools adopting the program and 240 adapting it. Write for list of demonstration schools.

CALIFORNIA EDUCATORS for MOVEMENT EDUCATION

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